**Expectations Re: Fractions**

**Grade 1**

The student will:

Overall 1 read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts;

Specific

* divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names (e.g., halves; fourths or quarters).

**Grade 2**

The student will:

Overall 1 read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢;

Specific

* determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts (e.g., a paper plate divided into fourths has large parts than a paper plate divided into eighths) (***Sample problem:*** Use paper squares to show which is bigger, one half of a square or one fourth of a square.);
* regroup fractional parts into wholes, using concrete materials (e.g., combine nine fourths to form two wholes and one fourth);
* compare fractions using concrete materials, without using standard fractional notation (e.g., use fraction pieces to show that three fourths are bigger than one half, but smaller than one whole);

**Grade 3**

The student will:

Overall 1 read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to $10

Specific

* divide whole objects and sets of objects into equal parts, and identify the parts using fractional names (e.g., one half; three thirds; two fourths or two quarters), without using numbers in standard fractional notation;

**Grade 4**

The student will:

Overall

1 read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to $100;

Specific

* represent fractions using concrete materials, words, and standard fractional notation, and explain the meaning of the denominator as the number of the fractional parts of a whole or a set, and the numerator as the number of fractional parts being considered;
* compare and order fractions (i.e., halves, thirds, fourths, fifths, tenths) by considering the size and the number of fractional parts (e.g., 4/5 is greater than 3/5 because there are more parts in 4/5; ¼ is greater than 1/5 because the size of the part is larger in ¼);
* compare fractions to the benchmarks of 0, ½, and 1 (e.g., 1/8 is closer to 0 than to 1/2 ; 3/5 is more than ½);
* demonstrate and explain the relationship between equivalent fractions, using concrete materials (e.g., fraction circles, fraction strips, pattern blocks) and drawings (e.g., “I can say that 3/6 of my cubes are white, or half of the cubes are white. This means that 3/6 and ½ are equal.”);

Overall

2 demonstrate an understanding of magnitude by counting forward and backwards by 0.1 and by fractional amounts;

Specific

* count forward by halves, thirds, fourths, and tenths to beyond one whole, using concrete materials and number lines (e.g., use fraction circles to count fourths: “One fourth, two fourths, three fourths, four fourths, five fourths, six fourths, …”)